

CONTINUOUS IMPROVEMENT PLAN (2021-2022)

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 135	LEA Name: Notus School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/135
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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2020-21	2021-22
		Performance Targets (Previously chosen by LEA)	Performance Targets (LEA Chosen)
All students will be college and career ready	4-year cohort graduation rate	2020 cohort	2021 cohort
		90.0%	100.0%
	5-year cohort graduation rate (optional metric)	2019 cohort	2020 cohort
		Not required	
All students will be prepared to transition from middle school / junior high to high school	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	49.0%	45.0%
	% students who score proficient on the grade 8 Math ISAT	45.0%	48.0%
	% students who make adequate growth on the grade 8 Math ISAT	N/A	50.0%
	% students who score proficient on the grade 8 ELA ISAT	50.0%	53.0%
All students will be prepared to transition from grade 6 to grade 7	% students who make adequate growth on the grade 8 ELA ISAT	N/A	50.0%
	% students who score proficient on the grade 6 Math ISAT	40.0%	45.0%
	% students who make adequate growth on the grade 6 Math ISAT	N/A	50.0%
	% students who score proficient on the grade 6 ELA ISAT	50.0%	55.0%
% students who make adequate growth on the grade 6 ELA ISAT	N/A	50.0%	

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Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (Section II data is required)

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	70.0%	80.0%
	% students who score proficient on the Grade 1 Spring IRI	75.0%	75.0%
	% students who score proficient on the Grade 2 Spring IRI	78.0%	80.0%
	% students who score proficient on the Grade 3 Spring IRI	85.0%	70.0%
	% students who score proficient on the Grade 4 ELA ISAT	45.0%	50.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	N/A	50.0%

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Section III: How LEA Measures Progress Towards Literacy Goals and Targets (required)

Instructions: To indicate how your LEA intends to measure your progress towards your literacy goals and targets, you may choose to complete either Section III.A or Section III.B. Section III.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and II), which may be consistent with previously chosen LEA chosen metrics. Section III.B allows you to address your plan to measure progress through a short narrative.

Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)			
Performance Metric	2020-21 Performance Targets (previously chosen by LEA)	SY 2020-21 Results (if available)	2021-22 Performance Targets (LEA Chosen)
AIMSWEB Plus Data (in addition to iStation and ISAT) to measure Literacy Success (Overall Reading Composite K-6)	K through 6th Grade = 20% Growth	K = 15% Growth, Grade 1 = -3% Growth, Grade 2 = 25%, Grade 3 = 21% Growth, Grade 4 = 19% Growth, Grade 5 = 18% Growth, Grade 6 = 16% Growth	K through 6th Grade = 20% Growth
% of 3rd Grade Students who score above or at/near proficiency level on iStation	N/A	58.00%	70.0%

Section III.B: Narrative on Measuring Literacy Progress
 Instructions: If you are choosing to use section III.B to address the Section III requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's literacy goals and targets. Please note that your description must include measurements that are distinctly *different* than those required in Sections I and II, above.

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NA

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Section IV: College and Career Advising and Mentoring Performance Metrics (Section IV data is required)

Goal	Performance Metric	2020-21 Performance Targets (previously chosen by LEA)		SY 2020-21 Results		2021-22 Performance Targets (LEA Chosen)
All students will be college and career ready	# of HS students who graduate with an associate's degree or a CTE certificate	0		0		0
	% of students whose learning plans are reviewed annually by grade level	8th grade	100.0%	8th grade	50.0%	100.0%
		9th grade	100.0%	9th grade	100.0%	100.0%
		10th grade	100.0%	10th grade	100.0%	100.0%
		11th grade	100.0%	11th grade	100.0%	100.0%
	% of students with learning plans created and reviewed in 8th grade	12th grade	100.0%	12th grade	100.0%	100.0%
	# students who Go On to a form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2019 cohort	# Enrolled	# 2020 cohort	Not Required
		32	12	20	9	
	% students who Go On to a form of postsecondary education within 1 year of HS graduation	37.5%		45.0%		50.0%
# students who Go On to a form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2018 cohort	# Enrolled	# 2019 cohort	Not Required	
	32	12	32	12		
% students who Go On to a form of postsecondary education within 2 years of HS graduation	45.0%		45.0%		48.0%	

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Section V: How LEA Measures Progress Towards College & Career Advising & Mentoring Goals (required)

Section V.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)			
Performance Metric	2020-21 Performance Targets (previously chosen by LEA)	SY 2020-21 Results (if available)	2021-22 Performance Targets (LEA Chosen)
Percentage of high school seniors who complete the FAFSA	NA	NA	80.0%
<p>Section V.B: Narrative on Measuring College and Career Advising and Mentoring Progress</p> <p>Our district is measuring progress towards college and career advising and mentoring goals using the percent of seniors who complete the FASFA; we will focus on the completion rate in the 2021-2022 school year. We are confident we will be able to engage at least 90% of our students in filling out the FASFA applicaton. This gives our counselor an opportunity to visit with each student in the Junior and Senior class about their post-secondary plans; internships, technical certificates, community college, or university opportunities. We will provide several</p>			

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Section VI: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2020-2021 Performance Targets (as chosen for your 2020-2021 plan(s) and included in the sections above). We recommend your reflection include a) your successes in meeting performance targets; b) your areas of challenge (including those where previously set performance targets were not met); and c) any plans you have to build on your success and/or address challenges. You may expand the size of the box, if needed.

Successes: Notus Elementary Kindergarten through Third Grade students will meet or exceed state proficiency percentages on the May iStation. The team will continue to implement research based vocabulary, phonics, and phonemic awareness direct instruction and small group, data driven instruction will support our tier 2 and tier 3 learners. Kindergarten hit 100% proficiency rate. Overall, Notus Elementary's proficiency rate is 69.75% and the state average at 65.1%. Notus Jr. Sr. High School students were successful on the ISAT. Our students were near or exceeded the state average in math and ELA. We continue to have a high graduation rate with at least 90% of our studnets graduating. We increased the percentage of students who attended some type of post-secondary training by 8%. We hope to continue this trend in the future. We had several students who were able to complete credit recovery and bring them on-track for graduation.

Area of Focus for 2021-2022: Our team would like to continue to focus on 2nd grade data due to the decline of proficiency rates this past year. We also look forward to implementation of new reading curriuculum to support student acheivement growth K-5 and participating in Culivating Readers Project K-6. Notus Jr. Sr. High plans to continue to offer an afterschool intervention program for studnets who are struggling or students who may need help to achieve ISAT goals. We are experiencing difficulty hiring staff, much like other districts. We have needed to hire staff who are new to the profession and who may not have experience teaching live students because they completed their student teaching during COVID shutdown. We will continue to find ways to enhance what we can offer staff and provide strong mentoring for those needing additional help. We plan to communicate to state leaders the importance of better funding classified positions, and the need to fund schools on enrollment not attendance, the costs are there whether the students are or not.

Section VII: Notes (Optional space for contextual information about data and/or target-setting process for Sections I - V)

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